



Unity Academy Primary Newsletter
9/1/2026

Your weekly roundup of all things years N -6!



A message from Mrs. Shaw

A Message From Mrs. Shaw

Welcome back! I hope you all had a lovely Christmas and New Year. Sam and Evie were both home so I was very happy to spend some quality time with them both. Sam has now gone back to Germany and Evie is back at work as a hairdresser and beauty therapist so my focus returns to all things school!

Teaching and Learning

Year 1 children enjoyed their P.E. lessons this week and worked very hard in gymnastics. We learned 3 new gymnastic shapes (tuck, star and pike) and the children used the space in the hall well to practice their movements in different ways and at differing speeds and heights all finishing with a chosen gymnastic shape. Well done all of you! Whilst I remember though, a number of children across school have returned after Christmas without their P.E. kit. This is a part of our school uniform and therefore should be in school, every day.

Mrs Hanvey came to see me this week to share the news that we have more children on track than ever before in Read, Write, Inc. This is testament to the hard work and focus she has put in as Early Reading Lead and also the staff who teach phonics every day. The children love their phonics lessons and are progressing well! Reading is absolutely crucial and runs through every area of our curriculum. I'm sure I don't need to point out how important it is

for children to be able to read. We hear the children read in school as often as possible and provide lots of opportunities throughout all lessons for children to read aloud. The support you give them from home is so beneficial because it gives them further opportunity to practice what they have learned! Please hear your child read 3 times per week, thank you.

Our RRS Curriculum this week was a recap on our school expectations. We always start of the half term with a recap so that all children know what we expect and know our school values and expectations inside out! Next week, we will move onto a focus on 'Managing our Feelings' using the books The Big Angry Roar by Johnny Lambert.

Parent SEND Drop-In

Our SEND team are hosting a drop-in session for parents on Friday 16th January, 8.45–10.15am. External agencies from Blackpool will be joining alongside our school SEND team, as well as one of our very own Year 6 mums who can bring advice as part of the Blackpool Parent Carer Forum. This is a fantastic opportunity for you to gather information, ask questions, or share any concerns you may have. Please come along if you feel this would be useful!

Car Park

The safety of our children remains our highest priority. Unfortunately, we have had several reports of "near misses" within the school car park recently. To ensure the safety of all pupils during the busiest parts of the day, we are implementing stricter controls on vehicle access.

Effective immediately, the school gates will be closed during the following times:

- Mornings: 8:20 AM until 9:00 AM
- Afternoons: 2:40 PM until 3:20 PM

We kindly remind all parents and carers not to drive onto the school car park to drop off or pick up children. By keeping the car park clear of non-staff vehicles, we can significantly reduce the risk of accidents and create a much safer environment for the children as they enter and exit the building.

Diary Dates

- 12th January - Primary Tour for Reception September 2026 starters.
- 16th January, 8.45–10.15am - SEND drop-in
- 20th January at 2.15pm - Y1 Parent's Phonics Workshop
- 26th - 30th January - Year 6 Mock SATs Tests. All children need to be in school on time, every day!

And finally...

The weather has been extremely cold this week. Please ensure that your child has a warm coat and even a hat, scarf and gloves if possible. Please also make sure these are named!

Have a great weekend everyone!

Dates for the Diary



- 26th - 30th January - Year 6 Mock SATs week - All children must be in school, on time, every day!

Celebrating Culture and Difference



Primary Reward & Consequence System



As part of our ongoing commitment to supporting every child to thrive, we are excited to introduce a new Rewards and Consequences system across school. This is designed to celebrate the fantastic behaviour we see from the vast majority of our pupils each day, while also helping us guide them when things don't quite go to plan. The system will run from Nursery right through to Year 11, with small differences between Primary and Secondary to suit the age of the pupils.

In Primary, children can earn a *Ready, Respectful, Safe (RRS)* reward point in every lesson by meeting our behaviour expectations. On occasions where a child goes above and beyond, teachers may also give an *Exceeding Expectations* award, worth 5 RRS points. Student of the Lesson cards will no longer be handed out. We are already seeing how motivated the children are to collect these points and celebrate their success.

If a child's behaviour falls short of expectations, we use a clear and fair set of consequences (C1–C5) to help them get back on track. More details can be found in the table overleaf.

All Rewards and Consequences are logged so you can see how your child is doing by checking the behaviour section of the *My Child At School (MCAS)* app. Details for how to sign

up to the app can be found on the primary newsletter. Please use this link <https://www.mychildatschool.com/MCAS/MCSParentLogin> to login to the app.

For Primary children, if a C2 is given, parents/carers will be updated by text message at the end of the day. Please ensure that we always have your correct mobile number in school. For a C3, C4, or C5, the class teacher will contact you in person or by phone to talk through what happened and how we can support your child moving forward.

This system has been shared and discussed with the children in school, and they are really enthusiastic about earning points and making positive choices.

We would like to take the opportunity to stress how vital it is that parents support us in upholding our new behaviour reward and consequence system. Should the need arise, we carefully and fairly unpick every situation, always working to ensure that children are treated consistently. Please note that we gain nothing from misrepresenting their behaviour so when staff in school inform you of any situation, we do so to give you a full and clear picture. For this system to truly benefit all children, it's essential that the messages we share in school are reinforced at home. Our expectations are clear and simple, rooted in our values of being **Ready, Respectful and Safe**, and our school rules of '**good looking**', '**good listening**', '**good sitting**', '**kind friends**'. When school and home work together with the same expectations, children thrive in a safe, supportive and consistent environment.

We believe this approach will not only encourage and celebrate the wonderful behaviour we see in school every day but also help strengthen the important partnership between home and school.

Thank you for your continued support — it really does make such a difference. Please don't hesitate to get in touch with me at school if you'd like to talk about this further.

Mr T Cooper, Assistant Headteacher

R1	An RRS point awarded for meeting expectations.	C1	A direct reminder of RRS expectations
R2	100 RRS points achieved, text message home to inform parents.	C2	A formal warning, recorded on Class Charts
R3	200 RRS points achieved, certificate awarded in assembly.	C3	15 minutes reflection in buddy class
R4	500 RRS points achieved, badge awarded in assembly.	C4	Remainder of session (AM/PM) in Reflection Room
R5	1000 RRS points achieved, invitation to end of year rewards trip.	C5	Day in the Reflection Room

Community Corner






**Premier League
Kicks**

Free activities for 8 to 18 year olds

Join us at one of these locations:

- ❖ **NORTH STAND COMMUNITY HUB**
Bloomfield Road, Seasiders Way, FY1 6JJ
- ❖ **CLAREMONT PARK COMMUNITY HALL**
Claremont Road, FY1 2QH
- ❖ **MONTGOMERY ACADEMY**
All Hallows Road, FY2 0AZ
- ❖ **MOOR PARK LEISURE CENTRE**
Bristol Avenue, FY2 0JG
- ❖ **ASPIRE SPORTS HUB**
Garstang Road West, FY3 7JH
- ❖ **REVOE PARK**
Central Drive, FY3 5HZ
- ❖ **STANLEY PARK**
West Park Drive, FY3 9HU
- ❖ **MERESIDE PRIMARY SCHOOL**
Langdale Road, FY4 4RR
- ❖ **SOUTH SHORE ACADEMY**
Saint Annes Road, FY4 2AR

PTO FOR OUR 2025/26 WINTER TIMETABLE

Visit www.bfocf.co.uk to view all of the activities BFCOT deliver. Charity Registration Number: 1128235

You're invited to...

PREMIER LEAGUE KICKS

We deliver a number of FREE weekly sessions across Blackpool, between 4pm and 7.30pm. Sessions include open football for everyone, girls-only sessions and football for young people with disabilities.

We also provide opportunities to take part in matches and tournaments, and compete with other Community Trust Premier League Kicks teams from around the country. If you want to get involved just turn up and speak to one of our coaches.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
South Shore Academy 5pm - 6pm	Aspire Sports Hub 6pm - 7pm	Claremont Park Community Hall 5pm - 6pm	Montgomery Academy 5pm - 6pm	Stanley Park (Aston 95) 5pm - 6pm
Mereside Primary School 5.30pm - 6.30pm	Moor Park Leisure Centre 6pm - 7pm	Aspire Sports Hub 6pm - 7pm	Montgomery Academy 6pm - 7pm	North Stand Community Hub 5pm - 6pm
		Aspire Sports Hub 5pm - 7pm		Revoe Park 6pm - 7pm

Key: Mixed Gender Girls Football Boys Adults

All sessions: Term Time only.

Attendance



	<i>Attendance %</i>	<i>Late marks</i>
• <i>RHH</i>	<i>92.67</i>	<i>2</i>
• <i>1MT</i>	<i>97.22</i>	<i>4</i>
• <i>2BH</i>	<i>97.50</i>	<i>3</i>
• <i>2JB</i>	<i>95.98</i>	<i>4</i>
• <i>3KG</i>	<i>89.47</i>	<i>1</i>
• <i>3HP</i>	<i>91.67</i>	<i>7</i>
• <i>4CBL</i>	<i>90.10</i>	<i>2</i>
• <i>4HB</i>	<i>94.32</i>	<i>5</i>
• <i>5JH</i>	<i>88.36</i>	<i>5</i>
• <i>5MB</i>	<i>96.12</i>	<i>7</i>
• <i>6TT</i>	<i>93.97</i>	<i>3</i>
• <i>6VA</i>	<i>94.58</i>	<i>2</i>

Keeping children safe!



At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about

SNAPCHAT

AGE RESTRICTION 13+

With over 900 million active monthly users and billions of 'Snaps' sent each month, Snapchat is a popular messaging app among children and young people. It allows users to share fun, spontaneous pictures and videos with friends and family while using playful filters. One of Snapchat's unique features is that pictures, videos and messages are only viewable for a short period of time.

SNAP STREAK 97

WHAT ARE THE RISKS?

ARTIFICIAL INTELLIGENCE

Snapchat's use of artificial intelligence (AI) includes features like the 'My AI' chatbot and AI-powered filters, offering interactive experiences that can be fun but also pose risks. These tools may share unfiltered or inaccurate responses, promote unrealistic beauty standards, and collect personal data. Advanced filters and deepfake-style lenses can distort reality, potentially leading to manipulation, impersonation, or inappropriate content.

SCREEN ADDICTION

Snapchat boosts user engagement and daily use with features like streaks (daily Snapchat exchanges between you and a friend). When a streak's been going for a few days, users will see a 'streak' icon. The number alongside it shows the number of days, but if users miss a day and break the streak, the only way to restore it is to pay. This encourages daily use habits, and frequent notifications can keep users returning to the app even more often.

SEXTORTION

Because Snapchat's disappearing messages feature may foster a sense of safety, users may become targets of sextortion. For example, a predator may pressure someone into sending nude images, then somehow capture those images to threaten and intimidate the victim. This might involve claiming they will share the images with friends or family unless money is paid.

SNAPCHAT+

Snapchat+ is the platform's premium subscription service, offering early access to new and exclusive features. In June 2025, Snapchat introduced a new tier called 'Lens+', giving subscribers access to hundreds of lenses and AR experiences for playing, creating, and sharing Snaps. These paid features may encourage young users to spend money to access exclusive content, increasing the risk of overspending or feeling pressured to make in-app purchases.

ACCESSIBILITY

Snapchat is now accessible from a web browser, meaning children can use it on a laptop or tablet without downloading the app. This can make activity harder to monitor, reduce the effectiveness of parental controls, and increase the risk of unsupervised communication or exposure to inappropriate content.

INAPPROPRIATE CONTENT

Some content on Snapchat isn't suitable for children. The hashtags used to group content are determined by the poster, so even an innocent search term could still yield age-inappropriate results. The app's disappearing messages feature also makes it easy for young people to share explicit images on impulse – so sexting continues to be a risk associated with Snapchat.

Advice for Parents & Educators

ACCESS THE SNAPCHAT FAMILY SAFETY HUB

Created with guidance from Common Sense Media, Snapchat has developed a Family Safety Hub that explains how the app works and how to use its in-app protections for teens. It's recommended that you review this guidance before allowing a child to download Snapchat. Remember, the app is only intended for children aged 13 and over.

ENCOURAGE OPEN DISCUSSIONS

Snapchat's risks can be easier to handle if you nurture an open dialogue. Talk about scams and blackmail before letting children sign up. If they're lured into a scam, encourage them to tell you immediately. Talk openly and non-judgementally about sexting, emphasising its inherent risks. Furthermore, explain how popular 'challenges' on the platform can have harmful consequences.

BLOCK AND REPORT

If a stranger connects with a child on Snapchat and makes them feel uncomfortable by pressuring them to send or receive unwanted or inappropriate images, the child can tap the three dots on that person's profile to report or block them. There are options to state why they're reporting that user, with a tailored reporting section under the 'Nudity and Sexual Content' category. In this category, there's the option to report somebody for threatening to leak sexually explicit images, or 'nudes'.

USE PRIVACY SETTINGS TOGETHER

Sit down with the children in your care and explore Snapchat's privacy settings as a shared activity. You can help them adjust who can contact them, view their stories, or see their location on Snap Map. It's a good opportunity to explain why some settings are safer than others, reinforcing their understanding of online boundaries. Encourage them to regularly review these settings, especially after app updates or changes in their friendship groups.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian Government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.

[Source: See full reference list on guide page at: https://nationalcollege.com/guides/snapchat](https://nationalcollege.com/guides/snapchat)

[WakeUpWednesday](https://www.wakeupwednesday.com) The National College

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10 Top Tips on Supporting Children with SELF-REGULATION

Children need to learn to understand and recognise their emotions, while finding healthy ways to process them. Emotional self-regulation, however, depends heavily on age and development. While very young ones or children with special educational needs and disabilities (SEND) may find it particularly challenging to self-regulate, nurturing these important skills can be hugely beneficial. Here are ten top tips for supporting children with their self-regulation.

1. DESIGNATE A TRUSTED ADULT

It's vital that children feel safe and know that there's someone they can always go to for help if they need it. Schedule consistent times for the child to develop a relationship with this person – ideally through play and games – allowing trust to grow and ensuring that the child is more likely to come forward if anything is wrong, rather than hiding their emotions.

2. MEET CHILDREN HALFWAY

Unless you know where a child is developmentally and tailor your approach to their needs, you're less likely to have an impact. In particular, younger ones and children with SEND can struggle to self-regulate and instead rely on others to help them. We call this 'co-regulation'. Rather than offering strategies for self-regulation, it could be better to start co-regulating with a trusted adult first.

3. FACTOR IN THEIR BASIC NEEDS

Remember that for a child to develop emotional regulation skills, their basic needs must be met first. Children who are hungry, tired, cold and so on – as well as those who have experienced adverse childhood experiences – may struggle to self-regulate. Before you develop strategies with any child, make sure they feel safe, secure and comfortable in themselves.

4. REMAIN PATIENT

If a child is struggling with their emotions, it can often become difficult to stay calm. Remember that dysregulation is beyond their control, so a display of frustration or anger could negatively impact the situation. Instead, children need to be met with comfort and understanding to help them manage these problematic feelings.

5. BE 'A DYSREGULATION DETECTIVE'

While some children can tell you why they become dysregulated, many others can't. You could investigate potential triggers by observing the child and talking to their family. When the child becomes dysregulated, note down details like the time, what they're doing and who they're with – the trigger may be someone they sit near, an unmet sensory need or something else entirely. Once we identify some triggers, we can help to avoid or overcome them.

6. USE SUITABLE LITERATURE

There are some wonderful books that can help you teach self-regulation to children. Reading these with a child can be especially powerful. Take time to discuss the content, ask questions about what feelings the characters had, why they felt that way and what strategies helped them. It can also be useful to refer back to snippets of these books at appropriate moments.

7. TRY SENSORY RESOURCES

An overlap between sensory needs and emotional regulation is possible. Children may struggle to self-regulate if they're experiencing sensory overload (a noisy classroom, for example). Positive sensory input can help calm them down. Use resources such as weighted blankets and fibre-optic lights. Of course, what works for one child might not work for another – so it's important to offer a choice of resources to discover which they prefer.

8. NURTURE INDEPENDENCE

If you feel it's appropriate, let children try out these strategies alone. Always offer them a choice: they could listen to music when they're feeling stressed, for example, or they could write down their worries or draw something to represent how they feel. This may take time for the child to get used to, so be patient. Encourage them to share any helpful strategies with a trusted adult.

9. MODEL GENUINE FEELINGS

Children learn a lot just from watching grown-ups. Don't be afraid to show your own emotions and self-regulation strategies. While you'll obviously want to avoid sharing anything too personal with children, they should still see us experiencing and handling our own feelings. Tell them how you are feeling, then show them how to respond in a healthy manner.

10. FORMULATE A PLAN

As much as we try to prevent children from experiencing dysregulation, it's always wise to have an appropriate plan for when it does happen. Discuss this strategy with the child (if appropriate) and their family. The best approach for an individual child is often a bespoke one; it's hugely important to know in advance what might help and what could worsen the situation.

Meet Our Expert

Georgina Durrant is an author, former teacher, Special Educational Needs Coordinator and the founder of the award-winning SEN Resources Blog, where she shares activities, advice and recommendations for parents and teachers of children with SEND.



#WakeUpWednesday

The National College

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Nursery



We've had a lovely week back in Nursery.

The children were very excited to come back and tell us all about their Christmas break. We discussed how they spent their time and how they celebrated with their families.

We started our topic on Winter, we have discussed the weather this week and how it has changed. The children were able to identify that in winter it can get icy and snowy.

We have also continued to look at 2D shapes and have found the shapes we have been looking at in our environment.

Reception



Winter has arrived in Reception! This week we have been learning all about Winter and what happens during this season. We wrapped up warm and went on a Winter walk, where the children explored the outdoor environment and talked about the signs of Winter they could

see, such as cold weather, bare trees and frosty mornings. The children were fantastic at sharing their ideas, asking questions and noticing changes around them.

Year 1



What a lovely week back for Year 1!

This week the children have been very impressive as we have started completing some learning tasks as a whole class. This is very new for us as usually work is completed through a mixture of group activities and continuous provision. Although we still have the opportunity to enjoy our classroom provision we have now transitioned to working all at the same time, sat at our tables, within some of our lessons. The children have completed this transition seamlessly and have been working independently with confidence and maturity. We are really proud of you Year 1!

In Maths we have been learning all about 2D and 3D shapes. The children have been naming shapes and sorting them into different groups.

In Science we have started our new topic of animals including humans. This week we have focused on mammals, learning that mammals are animals with fur or hair.

This week the children have taken home their phonics QR codes. These include videos linked to the phonics sounds they are learning currently. Please support your child in accessing these videos whilst at home as I will support their reading knowledge greatly.

The children have also brought home a letter about our Parent's Phonics Workshop on Tuesday 20th January at 2.15pm. Please scan the QR code to confirm your attendance. We will be sharing lots of important information, providing you with phonics resources to support your

We hope you have a lovely weekend, The Year 1 Team

Year 2



We have had a fantastic first week back in school after Christmas in Year 2! This week, we have continued reading our new class book, *The Night Gardener*, in English. The children have really enjoyed exploring the story, sharing their ideas, and making predictions about what might happen next. We have been focusing on exploring and describing the settings in the book and discussing new vocabulary. In maths, we have now finished our topic on 3D shape, where the children worked hard to identify, name, and describe different shapes using their properties and will now be moving onto looking at Multiplication and division for our next maths topic!

Year 2 Team



Welcome back and a **Happy New Year** to all our families! It has been wonderful to see the children return with such focus and energy; they have come back **really settled and ready to learn**, diving straight into our new learning.

We have started an exciting new topic in Maths, learning about length and perimeter. The children have been using rulers to measure different items, exploring metres, centimetres (cm) and millimetres (mm).

In English, we have continued our story work on *Fox and Magpie*, but this time the children are writing an information report all about foxes.

Reminder: PE takes place on Tuesdays and Wednesdays, so children need to bring their **full PE kits for every lesson**.

Hope you have a lovely weekend! Year 3 Team

Year 4



Happy new year and what a wonderful first week back!

We have had a brilliant start to this term: diving into our new English book 'Arthur and the Golden Rope', continuing with our multiplication and division in Maths and starting new and exciting topics like states of matter in Science and India in Geography!

We have got lots of exciting lessons coming up this half term that we can't wait to learn about!

Please be reminded that P.E. is on Tuesday and Wednesday and 4CBI has swimming on Wednesday.

Have a wonderful weekend, The Year 4 Team

Year 5



What a lovely week back we have had in year 5.

We have started our new topic in Science about space and have been really excited to share our knowledge with each other and complete research on the different planets. We had lots of fun coming up with our own mnemonics to help us remember the order of the planets. In DT we are continuing to prepare our fairground rides, this half-term looking at how to power the pulley that will make the ride spin round. We have created circuits using light bulbs and motors and the delight when they lit up and spun round was wonderful to see.

This week we have completed our final writing piece in our 'Farther unit' and the range of vocabulary used within our letters has been wonderful and shows the progress and understanding of a range of styles of writing the children are making.

Reminder about the Science trip: Thank you so much to everyone who has brought in their consent forms and paid for the science trip arranged for the end of this half-term. The closing date for payment is Friday 16th January, please can the consent forms be brought in as soon as possible so we can finalise numbers.

Hope you have a lovely weekend, Year 5 team

Year 6



Parent SEND Drop-In

Our SEND team are hosting a drop-in session for parents on Friday 16th January, 8.45–10.15am. External agencies from Blackpool will be joining alongside our school SEND team, as well as one of our very own Year 6 mums who can bring advice as part of the Blackpool Parent Carer Forum. This is a fantastic opportunity for you to gather information, ask questions, or share any concerns you may have. Please come along if you feel this would be useful!

Star of the Week



- ***RHH - Iremide - For her fantastic attitude to learning in PE this week!***
- ***1MT - Leo A - For being nothing short of a superstar this week. Well done Leo!***
- ***2BH - Antonia - For working super hard in maths and even challenging herself with maths work at home. Well done!***
- ***2JB - Maci-Lei - For a fantastic week of improved behaviour for learning.***
- ***3KG - Isaac - For coming back to school with such a positive and enthusiastic attitude towards his learning!***
- ***3HP - Joshua - For coming back to school with a positive attitude and following our RRS school values.***
- ***4CBL - Reese - Positive attitude to learning***
- ***4HB - Savannah - For an excellent first week at Unity - she has joined our school with great enthusiasm, positivity and worked hard!***
- ***5JH - Daniel - Junior - For always being the kindest and politest person in the room.***
- ***5MB - Alexa - For her effort and vocabulary choice in her writing***
- ***6TT - Summer - Progress in maths over the year***
- ***6VA - Joshua - For excellent progress made in maths this week***

School Uniform



UNITY UNIFORM

The branded uniform will be stocked at Bispham Clothing (01253 276047) and Ragamuffins (01253 390717). If you need any assistance with purchasing uniform please contact Alyson at <https://www.schoolwear-blackpool.com/> or Kath at Ragamuffin. Non branded items may be bought from a wide range of retailers

COMPULSORY ITEMS OF PRIMARY SCHOOL UNIFORM 2024/2025

You must wear these items every day to school



Plain white shirt
No logo or branding



Unity logo jumper
Plain black V-neck jumper with Unity logo on the left chest



or



Unity logo cardigan
Plain black cardigan with Unity logo on the left chest



Tailored Skirt
Plain black



Trousers
Plain black, no logo or branding



Plain black socks



Plain black tights
No logo, branding or pattern
Available at many retailers

Optional Uniform



Shorts
Plain black



Summer dress



Plain white socks
(To be worn with summer dress)



Black Blazer
with the Unity logo

PE Uniform

(No children in any year group are to come to school wearing P.E. kit)



Red polo shirt



Black shorts



Black Pumps or Trainers

Unity Academy Footwear



Footwear should be all black with no identifiable markings. If this footwear is a boot it must be no bigger than ankle length. No crocs or sandals are permitted. Trainers are permitted as long as they are fully black. Please check the guide opposite

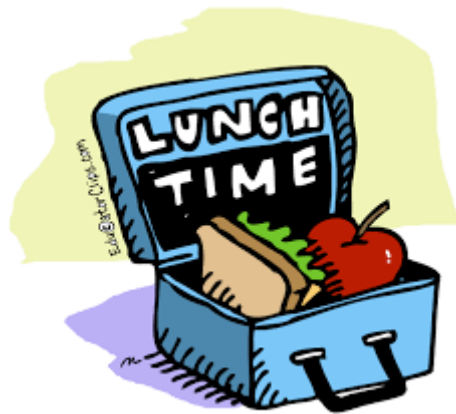


Jewellery and Hair

A maximum of 2 earrings can be worn in each ear. These should be stud-type earrings. No other visible piercings are allowed. If children have ear piercings, they should be able to remove and replace them independently for PE. Children should not wear rings for school, it is unsafe on play equipment. Any necklaces and/or bracelets are to be kept inside the shirt and removed for PE. Primary aged students are expected to have long hair tied back for health and safety reasons. Bows and bobbles should be black, white or red. The school will not allow students to have words/logos shaved into their hair. The school will have due regard to equality laws when considering hair styles. Hairstyles and head coverings that are part of the culture and identity of an ethnic or racial group will be respected. The school would prefer children's hair to be of a natural colour but will tolerate hair which has been coloured. Children should not have very bright, non-natural hair colourants (e.g. green, blue etc.)



Lunchtime menu for this week



 Monday	 Tuesday	 Wednesday	 Thursday	 Friday
Homemade Pizza Margherita & Salad Bar (v) Or Italian Tomato & Vegetable Pasta Bake (v)	Savoury Mince, Yorkshire Pudding & Mash Potato Or Vegetarian Sausage Roll & Mash Potato (v)	Crispy Chicken Wrap & Herby Potato Wedges Or Cheese & Tomato Pin Wheel Pizza & Herby Potato Wedges (v)	Quorn & Sweet Potato Curry & Wholegrain Rice (v) Or Pork & Leek Meatballs, Tomato Sauce & Pasta Spirals	Crispy Vegetable Fingers & Oven Baked Chips (v) Or MSC Harry Ramsden's Fish & Oven Baked Chips